

Ohio's K-12 Social and Emotional Learning Standards



June 2019



Department of
Education &
Workforce

Table of Contents

TABLE OF CONTENTS	1
MESSAGE FROM PAOLO DEMARIA, SUPERINTENDENT OF PUBLIC INSTRUCTION	2
INTRODUCTION	4
<i>Definitions</i>	5
<i>Research</i>	6
<i>Social-Emotional Learning in Ohio</i>	6
<i>Standards Development</i>	7
<i>Standards Organization</i>	8
Standards Organization	9
<i>Ohio’s Kindergarten through Grade 12 Social and Emotional Learning Standards</i>	10
<i>Standards Development Team</i>	27
Advisory Team Members	27
Writing Group Members.....	28
Ohio Department of Education and Workforce Staff.....	29
<i>Glossary</i>	31
<i>References</i>	36

Message from Paolo DeMaria, Superintendent of Public Instruction

June 2019

Dear Ohio parents, families, caregivers, educators, and community partners:

Together, we share a common vision for our children: that they are challenged to discover and learn, prepared to pursue a fulfilling post-high school path, and empowered to become resilient, lifelong learners who contribute to society. This journey begins at home and is led by nurturing parents and caregivers who have the greatest impact on their children's development. The journey is reinforced by a highly effective prekindergarten-grade 12 education system that focuses on the fundamentals like English and mathematics; well-rounded content such as social studies, sciences, and the arts; and leadership and reasoning skills like problem-solving and growth mindset. The education system also needs to support the development of social-emotional learning and integrate it as a component of learning.

What do we mean by social-emotional learning? Human beings are social creatures. That means in society, successfully interacting with other people is essential to the effective functioning of a community, a workplace and even a family. People need to know how to successfully interact with each other, establish and maintain positive relationships, feel and show empathy, understand and manage their emotions and set and achieve positive goals. Social-emotional learning improves children's mental health and helps them avoid risky decisions, make healthy choices, and stay drug free.

Sounds simple, right? But, in reality, we need to be more specific and intentional about helping students acquire these skills and understand that they are important to future success.

That's why I am excited to introduce Ohio's Social and Emotional Learning Standards for students in kindergarten through grade 12. Carefully crafted over a 10-month period by Ohio educators, counselors and social-emotional learning experts, the standards seek to develop the "whole child" by helping students build self-awareness, social awareness, self-management, and relationship and responsible decision-making skills.

The social and emotional learning standards are a response to what already is happening in schools and districts across the state. Parents and teachers tell us we need to focus more deliberately on developing these skills in students, and we need clear standards that define social-emotional learning. They recognize a child’s social-emotional learning is an important enabler to student success during a child’s formative years while they are in school—and beyond. Students with social-emotional learning skills benefit from increased attention, learning memory and academic success that will put them on the road to a bright future.

The State Board of Education formally adopted the standards in June 2019 to help schools and districts consider their own local implementation. That’s right—each district and school will decide for itself the extent to which it uses these standards and how it uses these standards. A school’s or district’s choice will be informed by the values and needs of its local community. These standards are meant to be integrated into the regular daily activities in school, and they do not mean more classes for students or more work for teachers.

The Ohio Department of Education will not develop tests to measure students’ progress in learning the standards. Instead, schools and districts will have flexibility to choose whether and how to gauge the extent to which students are demonstrating mastery of the standards. For more state-developed social and emotional learning tools, please visit the [Department’s website](#).

I’m excited about the impact this work will have on our schools and students. For those schools and districts that are interested in implementation, we are committed to partnering with you to advance this work. We know our focus on social-emotional learning will have a significant positive impact on the educational experiences of children and ultimately will mean a future full of hope and success.

Yours in education,



Paolo DeMaria

Superintendent of Public Instruction

Introduction

In the summer of 2018, the State Board of Education approved Ohio’s strategic plan for education titled *Each Child, Our Future*. Stakeholders from across the state, including parents and caregivers, students, prekindergarten-grade 12 educators, representatives from higher education, employers, state leaders and community members provided guidance in the development of a plan that would identify solutions to impact student success. This plan identifies four equally important learning domains that support the academic, personal, and social development of preK-12 students. These learning domains include foundational knowledge and skills, well-rounded content, leadership and reasoning and social-emotional learning.



Each Child, Our Future supports the collaborative and cooperative schoolwide effort of all educators, administrators, families, and students in the support of social-emotional learning. Parents and families are critical in the development of social-emotional skills and competencies in young children as they grow. These standards were created with that very much in mind, as parents and family members are their children’s first and most significant teachers. It is through building a strong partnership between families and schools, educators, and communities that our children are supported to be lifelong learners who develop into adults who make significant contributions to the world.

Cultural consciousness is vital for educators to assist students in achieving social-emotional learning objectives. Educators must be supported in understanding how school and classroom policies, practices and procedures may be inequitable to some student populations, perpetuating disparities in educational experiences and opportunity gaps. Authentic, positive relationships with students and families only can occur when educators reflect on their positionality, power and privilege and develop cultural awareness and competency (Gallego & Cole, 2001; Artiles, 2003; Kozleski & Artiles, 2012). Educators effectively teach social-emotional learning when they can recognize and understand their lens of social-emotional learning may differ from that of their students and families and seek input from students and families

regarding the social and emotional learning standards (Waitoller & Thorius, 2015).

With the professional development supports that will accompany these standards, Ohio is providing guidance for implementing the standards into instruction, so all teachers can reap the benefits of supporting students' social-emotional learning development. Resources are being identified and created to accompany these standards to provide implementation and support documents for all of the adults in children's lives, including *Trauma Informed Schools and Social-Emotional Learning* and a summary of recent research on the importance of social-emotional learning.

Definitions

Social-emotional learning is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships and make responsible decisions (CASEL, 2017). The skills associated with social-emotional learning provide the foundation for effective communication, problem-solving, critical thinking, resiliency, perseverance, and teamwork — all of which are necessary for individuals to be successful in a technical or career field and postsecondary work.

The Framework for Systemic Social and Emotional Learning (CASEL, 2017) identifies and defines five competencies, which Ohio used as its basis for the standards. These five competencies are self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.

- Self-Awareness – The ability to accurately recognize one's own emotions and thoughts, including how they relate to one's identity and culture and own emotions and thoughts and how they influence behavior. Self-awareness is the ability to accurately assess one's strengths and limitations with a sense of integrity, confidence, and optimism.
- Self-Management – The ability to navigate one's emotions, thoughts and behaviors across different situations while managing stress, controlling impulses, and motivating oneself. Self-management includes the ability to set and work toward personal and academic goals.
- Social Awareness – The ability to consider diverse perspectives of and empathize with others, including those from diverse backgrounds and cultures. It also reflects the ability to understand social and ethical norms for behavior across settings and to be able to identify and use family, school and community resources and supports.
- Relationship Skills – The ability to establish and maintain healthy relationships with diverse individuals and groups. Developing relationship skills promotes the ability to communicate clearly, listen well, cooperate with others, resist social and peer pressure, negotiate conflict, and seek help or offer it to others.

- Responsible Decision-making – The ability to make constructive choices about personal behavior and social interactions within the context of ethical standards, safety concerns and social norms. It involves making realistic evaluations of the consequences of one’s actions and a consideration of the well-being of self and others.

Research

Social-emotional learning has been the subject of more than 500 research studies, with numerous positive impacts of social-emotional learning (Weissberg, Domitrovich, & Gullotta, 2015). This research has led to an understanding that social-emotional learning instruction must be well-designed and well-implemented to achieve positive student outcomes (Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011). For example, in a recent meta-analysis of 82 social and emotional learning interventions in schools ranging from kindergarten to high school, Taylor, Oberle, Durlak and Weissberg (2017) demonstrated that students with well-designed and well-implemented instruction in social-emotional learning benefit over the long term in the areas of academics, behaviors, attitudes and skills. The meta-analysis also showed that students with instruction in social-emotional learning benefit over the long term by decreases in negative outcomes, such as emotional distress, conduct and drug use. These benefits were seen regardless of the socio-demographics of the student.

From infancy, relationships are key to brain development (Immordino-Yang, Darling-Hammond, & Krone, 2018). Since learning is a social experience, children’s development of social-emotional skills is fostered through positive interactions and relationships. As children grow, social-emotional learning positively contributes to their connections to school and community and reduces dropout rates and truancy (Smith & Low, 2013). The social-emotional skills in young people are strong predictors of high school and college completion, the likelihood of being employed, and higher earnings and financial stability (Gabrieli, Ansel, & Krachman, 2015). Moreover, social-emotional learning promotes resiliency and builds protective factors that can help a child cope with adverse childhood experiences (ACEs) (O’Reilly, 2017). Thus, the research clearly confirms the importance of social-emotional learning for improving students’ physical, emotional, academic and career outcomes. For additional information on the research for social-emotional learning, review the research summary, *Why Is Ohio Focused on Social-Emotional Learning?*.

Social-Emotional Learning in Ohio

Social-emotional learning is a part of the work that teachers and administrators in Ohio already are doing. Educators embed social-emotional learning as they help students participate more fully in academic endeavors, enhance learning situations, and increase student motivation to learn. The K-12 social and emotional learning standards provide the framework for educators across grade levels and academic specialties to systematically focus on and foster environments that maximize student learning. These social and emotional learning standards also were created for administrators and educators to use in their classrooms, schools, and districts.

Embedding social-emotional learning into the school day already is known to have a positive impact on student safety, culture, performance, and success. By ensuring the adults who spend the day with students understand the connection between social-emotional learning and other academic learning, the Department can implement a system of supports that focuses on the whole child. Social and emotional learning standards provide common definitions that can be used to align curriculum, initiatives, and engagement.

Standards Development

The Department committed to making social-emotional learning a priority through its strategic plan. Each Child, Our Future emphasizes a focus on the ‘whole child.’ Understanding the social-emotional learning needs of districts and schools was another important step in Ohio’s commitment to social-emotional learning needs. In November 2017, the Department conducted a needs assessment survey of educators, administrators and service providers’ knowledge of social-emotional learning. Overall, the results of the survey clearly show that education stakeholders are aware that social-emotional learning “is an essential part of pre-K-12 education that can transform schools into places that foster academic excellence, collaboration and communication, creativity and innovation, empathy and respect, civic engagement, and other skills and dispositions needed for success in the 21st Century” (Jones & Kahn, 2017, p. 9).

To support the promotion of the social-emotional learning domain, three groups of individuals came together to share their expertise and experience to identify students’ social-emotional learning needs, advise and assist in the plan to meet those identified needs, and write standards for public education kindergarten through grade 12. An advisory group and writing group consisting of educators from all grade levels, school counselors, school administrators, higher education professionals, social workers, child psychologists (private and school-based) and curriculum specialists played a role in the development of the competencies and standards that form this social-emotional learning document. The advisory and writing groups were identified through Ohio education-related associations and a public call for applications. Those interested in serving on a team provided information related to their years of experience in their roles, experience with school-age children, and current work and knowledge about social-emotional learning. Invitations were extended to individuals who represented Ohio geographically across education and counseling professions, student population age of expertise, as well as race and gender. Groups met between February and November 2018.

The advisory group reviewed social-emotional learning research and practices and examined multiple social-emotional learning frameworks, including frameworks from the [Collaborative for Academic, Social and Emotional Learning \(CASEL\)](#), frameworks other states used to develop their social and emotional learning standards (Tennessee, Michigan and Minnesota), and the Departments existing social and emotional learning standards for birth through grade 3. Based on this review of information, the Ohio experts advised building Ohio’s Social and Emotional Learning Standards on the five competencies developed by CASEL.

The advisory group then developed topics specific to each competency that would further organize the standards. Additionally, the advisory group made specific content and skill recommendations for the social-emotional learning writing teams. The social-emotional learning writing teams were responsible for writing the standards. The teams were divided into three grade bands. Each of these three grade band teams (elementary, middle, and high school) developed grade band-specific standards aligned to the topics within the competencies. Some standards will look the same across grade bands but, overall, students should be able to meet the standard by the end of the grade band. Once each competency group on the writing team completed its work, the team reconvened to ensure the vertical alignment of the standards.

Standards Organization

Ohio's Social and Emotional Learning Standards provide the developmental progression across ages and grades from kindergarten to grade 12, recognizing that the developmental progression of social and emotional learning standards is contextually and culturally dependent. The social-emotional standards progress in complexity over age and time and are organized by four grade bands that reflect best available evidence on the growth and development of the identified social-emotional competencies. The grade bands include kindergarten-grade 2, grades 3-5, middle school (grades 6-8), and high school (grades 9-12).

The standards are organized by competency, topic, and standard. Competency is the big idea, the overarching skill we want students to have as they develop. Each topic under the competency is a specific skill associated with the competency. Each standard is a statement that identifies what students should be able to do.

Learning and relearning occurs throughout an individual's life based on the context one finds oneself. In other words, social and emotional learning standards emerge and re-emerge over time, and they should not be used to identify students or for high-stakes decisions; however, they should be used to build upon the assets that students come with to school.

STANDARDS ORGANIZATION

Competency A: Self Awareness ←				Competency
A1: Demonstrate an awareness of personal emotions ←				Topic
K-2 ←	3-5	Middle Grades	High School	Grade Band
A1. 1.a. Identify basic personal emotions ←	A1. 1.b. Identify a range of personal emotions	A1. 1.c. Identify, recognize and name personal complex emotions	A1. 1.d. Identify complex emotions as an indicator of personal state of well-being	Standard
A1. 2.a. Recognize emotions as natural and important	A1. 2.b. Identify that emotions are valid, even if others feel differently	A1. 2.c. Explain that emotions may vary based on the situation, including people and places	A1. 2.d. Analyze ways emotions impact the social environment	
A1. 3.a. Identify appropriate time and place to safely process emotions, independently or with the guidance of a trusted adult	A1. 3.b. Consider when it is necessary to process emotions in a safe place, independently or with the guidance of a trusted adult	A1. 3.c. Utilize appropriate time and place to safely process emotions, independently, with a trusted adult or with peers	A1. 3.d. Utilize appropriate time, place or support systems to reflect on personal emotions, independently, with a trusted adult or with peers	
A1. 4.a. Recognize that current events can impact emotions	A1. 4.b. Describe how current events trigger emotions	A1. 4.c. Explain how others' responses to current events can impact emotions	A1. 4.d. Analyze why current events may trigger an emotional reaction and identify ways to regulate a response	

Ohio's Kindergarten through Grade 12 Social and Emotional Learning Standards

Competency A: Self-Awareness			
A1: Demonstrate an awareness of personal emotions			
K-2	3-5	Middle Grades	High School
A1. 1.a Identify basic personal emotions	A1. 1.b Identify a range of personal emotions	A1. 1.c Identify, recognize, and name personal complex emotions	A1. 1.d Identify complex emotions as an indicator of personal state of well-being
A1. 2.a Recognize emotions as natural and important	A1. 2.b Identify that emotions are valid, even if others feel differently	A1. 2.c Explain that emotions may vary based on the situation, including people and places	A1. 2.d Analyze ways emotions impact the social environment
A1. 3.a Identify appropriate time and place to safely process emotions, independently or with the guidance of a trusted adult	A1. 3.b Consider when it is necessary to process emotions in a safe place, independently or with the guidance of a trusted adult	A1. 3.c Utilize appropriate time and place to safely process emotions, independently, with a trusted adult or with peers	A1. 3.d Utilize appropriate time, place, or support systems to reflect on personal emotions, independently, with a trusted adult or with peers
A1. 4.a Recognize that current events can impact emotions	A1. 4.b Describe how current events trigger emotions	A1. 4.c Explain how others' responses to current events can impact emotions	A1. 4.d Analyze why current events may trigger an emotional reaction and identify ways to regulate a response

Competency A: Self-Awareness

A2: Demonstrate awareness of personal interests and qualities, including strengths and challenges

K-2	3-5	Middle Grades	High School
A2. 1.a Identify personal interests and qualities	A2. 1.b Identify personal strengths based on interests and qualities	A2. 1.c Describe how personal interests, qualities and strengths may help with decision making to accomplish personal goals	A2. 1.d Practice using personal strengths in pursuit of post-secondary goals
A2. 2.a Explore opportunities to develop skills and talents	A2. 2.b Demonstrate a skill or talent that builds on personal strengths	A2. 2.c Investigate a potential career path that builds on personal strengths and addresses challenges	A2. 2.d Take proactive steps toward implementing a plan for postsecondary goals by building on personal strengths and addressing challenges

Competency A: Self-Awareness

A3: Demonstrate awareness of and willingness to seek help for self or others

K-2	3-5	Middle Grades	High School
A3. 1.a Identify at least one trusted adult at school and in the community and know when and how to access them	A3. 1.b Describe how a trusted adult can provide academic, social, or	A3. 1.c Seek appropriate support from a trusted adult when help is	A3. 1.d Utilize support from trusted adults, as well as resources and agencies that provide

	emotional support or assistance for self and others	needed academically, socially, or emotionally	academic, social, emotional, or health-related support
A3. 2.a Seek help when faced with challenges or when frustrated with a task, skill, or situation	A3. 2.b Seek help and acknowledge constructive feedback from others that addresses challenges and builds on strengths	A3. 2.c Develop and implement a plan of action, based on support or constructive feedback, that addresses challenges and builds on strengths	A3. 2.d Reflect on actions that are based on constructive feedback, address personal challenges, and build on personal strengths
A3. 3.a Describe situations or locations that feel safe	A3. 3.b Utilize strategies that support safe practices for self and others	A3. 3.c Identify and utilize appropriate processes for reporting unsafe behaviors or situations for self and others	A3. 3.d Access community resources and safety networks for self or others

Competency A: Self-Awareness

A4: Demonstrate a sense of personal responsibility, confidence, and advocacy

K-2	3-5	Middle Grades	High School
A4. 1.a Describe the outcomes of both following and breaking rules	A4. 1.b Identify and describe how personal choices and behavior	A4. 1.c Describe how personal responsibility is linked to being accountable for one's choices and behavior	A4. 1.d Demonstrate internalization of personal responsibility and being accountable

	impacts self and others		as one prepares for postsecondary life
A4. 2.a Demonstrate confidence in the ability to complete simple tasks and challenges independently, while expressing positive attitudes towards self	A4. 2.b Demonstrate confidence in the ability to complete a range of tasks and address challenges while expressing positive attitudes towards self	A4. 2.c Recognize the importance of confidently handling tasks and challenges, while reframing negative thoughts and engaging in positive self-talk	A4. 2.d Set post-secondary and life goals with confidence in the ability to be successful, while positively addressing challenges
A4. 3.a Identify ways to respectfully advocate for basic personal needs	A4. 3.b Identify ways to respectfully advocate for academic and personal needs	A4. 3.c Demonstrate basic self-advocacy academically and socially	A4. 3.d Demonstrate self-advocacy in context-specific situations

Competency B: Self-Management

B1: Regulate emotions and behaviors by using thinking strategies that are consistent with brain development

K-2	3-5	Middle Grades	High School
B1. 1.a Identify personal behaviors or reactions when experiencing basic emotions	B1. 1.b Demonstrate strategies to express a range of emotions within the	B1. 1.c Describe the relationship between thoughts, emotions and behavior and apply	B1. 1.d Utilize self-management strategies to regulate thoughts, emotions, and behaviors within

	expectations of the setting	strategies to regulate response	the context of the situation
B1. 2.a Describe verbal and nonverbal ways to express emotions in different settings	B1. 2.b Describe possible outcomes associated with verbal and nonverbal expression of emotions in different settings	B1. 2.c Analyze positive and negative consequences of expressing emotions in different settings	B1. 2.d Evaluate how emotions expressed in different settings impact the outcome of a situation
B1. 3.a Identify and begin to use strategies to regulate emotions and manage behaviors	B1. 3.b Apply strategies to regulate emotions and manage behaviors	B1. 3.c Apply productive self-monitoring strategies to reframe thoughts and behaviors	B1. 3.d Apply productive self-monitoring strategies to process emotions and reframe thoughts and behaviors

Competency B: Self-Management

B2: Set, monitor, adapt and evaluate goals to achieve success in school and life

K-2	3-5	Middle Grades	High School
B2. 1.a Identify goals for classroom behavior and academic success	B2. 1.b Identify goals for academic success and personal growth	B2. 1.c Recognize the importance of short and long-term goals for success in school and life	B2. 1.d Develop a plan that demonstrates an understanding of how to set and reach goals that contribute to lifelong success
B2. 2.a Identify how adults and peers can help with a goal	B2. 2.b Identify school, family, and	B2. 2.c Identify school, family and community	B2. 2.d Utilize school, family and community or

	community resources, with adult support, that may assist in achieving a goal	resources that may assist in achieving a goal	varied resources that may assist in achieving a goal
B2. 3.a Describe what action steps can be taken to reach a short-term goal	B2. 3.b Plan steps needed to reach a short-term goal	B2. 3.c Set a short-term school or life goal with action steps to achieve success	B2. 3.d Set a post-secondary life goal with action steps, timeframes, and criteria for evaluating achievement
B2. 4.a Discuss obstacles that can get in the way of reaching a goal and ideas for handling those obstacles	B2. 4.b Identify alternative strategies with guidance toward a specified goal	B2. 4.c Monitor progress toward a specified goal by developing checkpoints and adjusting the plan or action steps as needed	B2. 4.d Evaluate progress toward achieving a specified goal and re-evaluate or adapt the plan or action steps, as needed

Competency B: Self-Management			
B3: Persevere through challenges and setbacks in school and life			
K-2	3-5	Middle Grades	High School
B3. 1.a Describe a time when you kept trying in a challenging situation	B3. 1.b Identify strategies for persevering through challenges and setbacks	B3. 1.c Utilize strategies for persevering through challenges and setbacks	B3. 1.d Demonstrate the ability to persevere through challenges for long-term rewards or success

B3. 2.a Explain how practice improves performance of a skill and can help in overcoming a challenge or setback	B3. 2.b Identify the cause of a challenge or setback and with assistance, develop a plan of action	B3. 2.c Reframe a challenge or setback into an opportunity, with assistance	B3. 2.d Reframe a current challenge or setback, by reflecting on successes
---	---	--	---

Competency C: Social Awareness			
C1: Recognize, identify, and empathize with the feelings and perspective of others			
K-2	3-5	Middle Grades	High School
C1. 1.a Identify facial and body cues representing feelings in others	C1. 1.b Identify verbal and nonverbal cues representing feelings in others	C1. 1.c Determine if verbal and nonverbal cues correspond to the feelings expressed by others	C1. 1.d Evaluate verbal, behavioral, environmental, and situational cues that may influence the feelings of others
C1. 2.a Identify words and actions that may support or hurt the feelings of others	C1. 2.b Identify and acknowledge others' viewpoints, knowing that both sides do not have to agree but can still be respectful	C1. 2.c Demonstrate respect across school, community, face-to-face and virtual settings, when viewpoints or perceptions differ	C1. 2.d Demonstrate ways to encourage mutual respect across all settings when viewpoints or perceptions differ
C1. 3.a Define empathy and identify empathetic reactions in others	C1. 3.b Demonstrate empathetic reactions in	C1. 3.c Demonstrate empathy through understanding of	C1. 3.d Demonstrate empathy through compassion in

	response to others' feelings and emotions	others' feelings and acknowledgement of their perspective	self and encourage in others
--	---	---	------------------------------

Competency C: Social Awareness			
C2: Demonstrate consideration for and contribute to the well-being of the school, community, and world			
K-2	3-5	Middle Grades	High School
C2. 1.a Identify the purpose for having school-wide expectations and classroom rules	C2. 1.b Identify reasons for making positive contributions to the school and community	C2. 1.c Explain the importance of civic mindedness	C2. 1.d Demonstrate an awareness of responsibilities as an involved citizen in a democratic society
C2. 2.a Identify characteristics of positive citizenship in the classroom and school	C2. 2.b Demonstrate citizenship in the classroom and school community	C2. 2.c Pursue opportunities to contribute to school or the broader community	C2. 2.d Engage in civic duties and opportunities within the broader community
C2. 3.a Perform activities that contribute to classroom, school and home, with adult involvement as needed	C2. 3.b Perform activities that contribute to classroom, school, home and broader community	C2. 3.c Explore a school or community need and generate possible solutions	C2. 3.d Implement a strategy to address a need in the broader community or world as change agents
C2. 4.a Identify and participate in activities to improve school or home	C2. 4.b Identify areas of improvement for	C2. 4.c	C2. 4.d Evaluate the impact of personal involvement in

	school or home and develop an action plan to address these areas	Engage in an activity to improve school, home, or community	an activity to improve school, home, community, and world
Competency C: Social Awareness			
C3: Demonstrate an awareness and respect for human dignity, including the similarities and differences of all people, groups, and cultures			
K-2	3-5	Middle Grades	High School
C3. 1.a Discuss how people can be the same or different	C3. 1.b Discuss positive and negative opinions people may have about other people or groups, even if they aren't always true	C3. 1.c Discuss how positive or negative stereotypes of an individual or group can be unconscious and may lead to discrimination and prejudice	C3. 1.d Examine and address explicit or implicit personal biases toward an individual or group
C3. 2.a Participate in cross-cultural activities and discuss differences, similarities and positive qualities across all cultures and groups	C3. 2.b Participate in cross-cultural activities and acknowledge that individual and group differences may complement each other	C3. 2.c Participate in cross-cultural activities and demonstrate respect for individuals from different social and cultural groups	C3. 2.d Participate in cross-cultural activities, identify unique contributions and perspectives of various groups, and how the experience may change personal perspective
C3. 3.a Discuss the concept of, and practice, treating others the way you would want to be treated	C3. 3.b Define and practice civility and respect	C3. 3.c	C3. 3.d Analyze how one can build community that respects

	virtually and in-person	Demonstrate respect for human dignity virtually and in person	all human dignity virtually and in-person
--	-------------------------	---	---

Competency C: Social Awareness			
C4: Read social cues and respond constructively			
K-2	3-5	Middle Grades	High School
C4. 1.a Recognize social cues in different settings	C4. 1.b Identify others' reactions by tone of voice, body language and facial expressions	C4. 1.c Generate positive responses to various social situations	C4. 1.d Evaluate how societal and cultural norms influence personal interactions
C4. 2.a Identify norms for various family and social situations	C4. 2.b Identify ways that norms differ among various families, cultures, and social groups	C4. 2.c Recognize that social cues are based on rules and expectations and can change based upon context	C4. 2.d Respond to social cues that differ depending on the societal and cultural norms of the environment
C4. 3.a Recognize others' personal space and boundaries	C4. 3.b Recognize that individuals' needs for privacy and boundaries differ and respect those differences	C4. 3.c Recognize that personal and group needs can differ and identify positive actions to balance the needs of all	C4. 3.d Use positive problem-solving skills to balance personal and group needs and foster respectful group interactions

Competency D: Relationship Skills

D1: Apply positive verbal and non-verbal communication and social skills to interact effectively with others and in groups

K-2	3-5	Middle Grades	High School
<p>D1. 1.a</p> <p>Identify and engage in positive communication skills</p>	<p>D1. 1.b</p> <p>Apply active listening and effective communication skills to increase cooperation and relationships</p>	<p>D1. 1.c</p> <p>Demonstrate the ability to actively listen and understand multiple perspectives</p>	<p>D1. 1.d</p> <p>Actively engage in positive interactions to make connections with peers, adults, and community to support and achieve common goals</p>
<p>D1. 2.a</p> <p>Practice giving and receiving feedback in a respectful way</p>	<p>D1. 2.b</p> <p>Demonstrate the ability to give and receive feedback in a respectful way</p>	<p>D1. 2.c</p> <p>Offer and acknowledge constructive feedback to strengthen connections and improve communication outcomes with others</p>	<p>D1. 2.d</p> <p>Apply constructive feedback to strengthen connections and achieve common goals</p>
<p>D1. 3.a</p> <p>Develop an awareness that people communicate through social and digital media</p>	<p>D1. 3.b</p> <p>Describe the positive and negative impact of communicating through social and digital media</p>	<p>D1. 3.c</p> <p>Interact on social and digital media responsibly and understand the potential impact on reputation and relationships</p>	<p>D1. 3.d</p> <p>Demonstrate responsible use of social and digital media and understand the potential impact on post-secondary goals</p>

Competency D: Relationship Skills

D2: Develop and maintain positive relationships

K-2	3-5	Middle Grades	High School
<p>D2. 1.a</p> <p>Demonstrate an awareness of roles in various relationships</p>	<p>D2. 1.b</p> <p>Identify what creates a feeling of belonging in various relationships</p>	<p>D2. 1.c</p> <p>Participate in a healthy network of personal and school relationships</p>	<p>D2. 1.d</p> <p>Establish and actively participate in a healthy network of personal, school and community relationships</p>
<p>D2. 2.a</p> <p>Recognize the need for inclusiveness</p>	<p>D2. 2.b</p> <p>Demonstrate behaviors associated with inclusiveness in a variety of relationships</p>	<p>D2. 2.c</p> <p>Demonstrate inclusiveness in relationship building</p>	<p>D2. 2.d</p> <p>Incorporate compassionate and inclusive practices in relationships</p>
<p>D2. 3.a</p> <p>Recognize that people may influence each other with words or actions</p>	<p>D2. 3.b</p> <p>Distinguish the helpful and harmful impact of peer pressure on self and others</p>	<p>D2. 3.c</p> <p>Utilize strategies to manage social pressures</p>	<p>D2. 3.d</p> <p>Develop techniques to empower, encourage and affirm oneself and others, maintaining positive, healthy relationships</p>

Competency D: Relationship Skills

D3: Demonstrate the ability to prevent, manage and resolve interpersonal conflicts in constructive ways

K-2	3-5	Middle Grades	High School
<p>D3. 1.a</p> <p>Identify common conflicts and describe possible causes</p>	<p>D3. 1.b</p> <p>Identify and demonstrate personal behaviors to prevent conflict</p>	<p>D3. 1.c</p> <p>Recognize and acknowledge different perspectives of others to prevent conflict</p>	<p>D3. 1.d</p> <p>Demonstrate an ability to co-exist in civility in the face of differing perspectives to prevent conflict</p>
<p>D3. 2.a</p> <p>Recognize that there are various ways to solve conflicts and utilize these techniques to practice solving problems</p>	<p>D3. 2.b</p> <p>Apply conflict resolution skills to manage disagreements and maintain personal safety</p>	<p>D3. 2.c</p> <p>Use a non-judgmental voice during conflict resolution to maintain safe relationships</p>	<p>D3. 2.d</p> <p>Apply conflict management skills and strategies to manage intimidation, avoid and escape violence, and maintain personal safety</p>
<p>D3. 3.a</p> <p>Apply listening and attention skills to identify the feelings and perspectives of others</p>	<p>D3. 3.b</p> <p>Generate ideas to reach a compromise and find resolution during conflict</p>	<p>D3. 3.c</p> <p>Exchange ideas and negotiate solutions to resolve conflicts, seeking support when needed</p>	<p>D3. 3.d</p> <p>Utilize problem solving resources and supports to facilitate conflict resolution, recognizing that seeking help is a strength</p>

Competency E: Responsible Decision-Making

E1: Develop, implement, and model effective decision and critical thinking skills

K-2	3-5	Middle Grades	High School
E1. 1.a Identify a problem or needed decision and recognize that there may be multiple responses	E1. 1.b Generate possible solutions or responses to a problem or needed decision recognizing that there may be more than one perspective	E1. 1.c Demonstrate critical thinking skills when solving problems or making decisions, recognizing there may be more than one perspective	E1. 1.d Demonstrate critical thinking skills to select an appropriate decision-making process, recognizing there are multiple perspectives
E1. 2.a Identify strategies to solve a problem	E1. 2.b Implement strategies to solve a problem	E1. 2.c Gather evidence to support and solve academic and social challenges	E1. 2.d Implement a decision-making process to solve complex situations including academic and social challenges

Competency E: Responsible Decision-Making

E2: Identify potential outcomes to help make constructive decisions

K-2	3-5	Middle Grades	High School
<p>E2. 1.a</p> <p>Identify factors that can make it hard for a person to make the best decision in the classroom</p>	<p>E2. 1.b</p> <p>Identify factors that can make it hard to make the best decisions at home or at school</p>	<p>E2 .1.c</p> <p>Generate ideas for recognizing when something may be getting in the way of making a responsible decision and ways to possibly reduce or limit its influence</p>	<p>E2. 1.d</p> <p>Implement strategies for reducing influence of stressors that limit your ability to make the most-informed decisions when at school, at home or in the community with peers</p>
<p>E2. 2.a</p> <p>Identify reliable sources of adult help in the immediate setting</p>	<p>E2. 2.b</p> <p>Identify reliable sources of adult help in various settings</p>	<p>E2. 2.c</p> <p>Identify reliable sources of adult help in various settings and actively seek adults for support</p>	<p>E2. 2.d</p> <p>Independently seek reliable adult mentors in various settings</p>
<p>E2. 3.a</p> <p>Identify how personal choices will impact the outcome of a situation</p>	<p>E2. 3.b</p> <p>Predict possible future outcomes of personal actions in various settings</p>	<p>E2. 3.c</p> <p>Utilize knowledge of outcomes to inform future decisions</p>	<p>E2. 3.d</p> <p>Integrate prior experience and knowledge of outcomes to inform future decisions</p>

Competency E: Responsible Decision-Making

E3: Consider the ethical and civic impact of decisions

K-2	3-5	Middle Grades	High School
<p>E3. 1.a</p> <p>Identify how certain actions can impact others</p>	<p>E3. 1.b</p> <p>Demonstrate the ability to respect the rights of self and others</p>	<p>E3. 1.c</p> <p>Apply honesty, respect, and compassion to the decision-making process</p>	<p>E3. 1.d</p> <p>Demonstrate respect and integrity in all settings during the decision-making process</p>
<p>E3. 2.a</p> <p>Recognize safe practices and actions</p>	<p>E3. 2.b</p> <p>Demonstrate safe practices to guide actions</p>	<p>E3. 2.c</p> <p>Demonstrate safe practices to guide actions for self and toward others</p>	<p>E3. 2.d</p> <p>Engage in safe practices in my personal behavior choices and habits for self and toward others</p>
<p>E3. 3.a</p> <p>Recognize the need for group decisions that support a common goal</p>	<p>E3. 3.b</p> <p>Consider various perspectives and sources of information when participating in group decision-making</p>	<p>E3. 3.c</p> <p>Research opportunities for participation in civic-minded activities that contribute to the larger community</p>	<p>E3. 3.d</p> <p>Seek and engage in civic-minded activities that contribute to the larger community</p>

Competency E: Responsible Decision-Making

E4: Explore and approach new situations with an open mind and curiosity while recognizing that some outcomes are not certain or comfortable

K-2	3-5	Middle Grades	High School
<p>E4. 1.a</p> <p>Recognize that new opportunities may have positive outcomes</p>	<p>E4. 1.b</p> <p>Explore new opportunities to expand one's knowledge and experiences</p>	<p>E4. 1.c</p> <p>Engage in new opportunities to expand one's knowledge and experiences</p>	<p>E4. 1.d</p> <p>Actively seek out new opportunities to expand personal knowledge and experiences</p>
<p>E4. 2.a</p> <p>Identify physical and emotional responses to unfamiliar situations</p>	<p>E4. 2.b</p> <p>Develop and practice strategies to appropriately respond in unfamiliar situations</p>	<p>E4. 2.c</p> <p>Recognize that new opportunities or unfamiliar situations may require productive struggle</p>	<p>E4. 2.d</p> <p>Embrace productive struggle as an opportunity for personal growth</p>
<p>E4. 3.a</p> <p>Identify examples of transitions and how they are a necessary and appropriate part of school and life</p>	<p>E4. 3.b</p> <p>Practice the ability to manage transitions and adapt to changing situations and responsibilities in school and life</p>	<p>E4. 3.c</p> <p>Demonstrate ability to manage transitions and adapt to changing situations and responsibilities in school and life</p>	<p>E4. 3.d</p> <p>Anticipate and plan for transitions in post-secondary life</p>

Standards Development Team

Ohio educators from all grade levels, school counselors, school administrators, higher education professionals, social workers, child psychologists (private and school-based) and curriculum specialists played a role in the development of the standards. The individuals below gave their time and expertise to develop Ohio's K-12 Social and Emotional Learning Standards throughout 2018.

ADVISORY TEAM MEMBERS

The following individuals, representing the following groups and organizations, gave their time and expertise to provide guidance and advice on the process and structure of these standards.

Jillian Ahrens, Ohio Federation of Teachers

Dawn Anderson-Butcher, The Ohio State University College of Social Work

Lisa Baker, State Support Team Region 12

Susie Boggs, Tolles Career and Technical Center

Isabel Bozada, Ohio Education Association

Gabriella Celeste, Case Western Reserve

Christina Dorr, Ohio Educational Library Media Association

Kevin Dunn, Ohio Association of Elementary School Administrators

Heather Fairs, Ohio School Counselor Association

Andrew Fetik, Ohio Association of Secondary School Administrators

Theresa Fredericka, INFOhio

John Hans, Ohio Parent Teacher Association

Sarah Jackson, State Support Team Region 8

Kimberly Miller, Buckeye Association of School Administrators

Tracy Najera, Children's Defense Fund

Alice Marie Ohlin, Ohio Head Start Association

Bradley Paramore, Hamilton City Schools and Ohio School Psychologists Association President-Elect

Mark Potts, Ohio Association for Supervision and Curriculum Development

Char Stille, Ohio Association for the Education of Young Children

Sue Sutherland, Ohio Association for Health, Physical Education, Recreation and Dance

Adam Voight, Cleveland State University, College of Education & Human Services

WRITING GROUP MEMBERS

Experts from around the state of Ohio applied and were selected to participate on one of three writing teams. These individuals donated their time and experience to write these standards.

ELEMENTARY SCHOOL

Jillian Ahrens, Cleveland Metropolitan School District

Deborah E. Bailey, State Support Team Region 9

Elana Bernstein, University of Dayton

Beth Johnston, Muskingum Valley ESC

Cynthia Campbell Curry, Aurora City School District

Mark Gallagher, Marysville Exempted Village School District

Christina Harper, Perrysburg Exempted Village School District

Nancy Hawthorne, McGuffey Montessori School

Judith Keller, Piqua City School District

Christine (Tina) Pratt, Lakota Local School District

Carrie Pugh, New Richmond Exempted Village School District

Brian Roberts, ESC of Cuyahoga County (Positive Education Program)

Emily Rozmus, INFOhio

Naim Sanders, Groveport Madison School District

Susan School, Copley-Fairlawn City School District

MIDDLE SCHOOL

Sean Delaney, Ohio Association for Independent Schools

Lori Jones, Lakota Local Schools

Nicole Noteman, Dublin City Schools

Susan Rowe, Toledo City School District

Kelley Schubert, New Albany-Plain Local School District

Eileen Sheppard, Buckeye Valley Local School District
Sara Stockwell, Perrysburg Exempted Village Schools
Sue Sutherland, The Ohio State University, College of Education and Human Ecology, Dept. of Human Sciences
Amy Todd, Piqua City School District
Dylan Todd, South-Western City School District

HIGH SCHOOL

Heather Fairs, South-Western City School District
Dakota King-White, Cleveland State University
Brenda Gerhardt, University of Dayton
Michelle Grimm, Dover City Schools
Rachael Muster, Cuyahoga Falls City School District
Maria Maluchnik, Genoa Area Local School District
Michelle Pelz, Toledo City Schools
MeLeah Perry, Eaton Community Schools
Linda Siegel, Lake Erie College
Noelle Priestersbach, Westerville City Schools
Po Reffitt, Lakota Local Schools
Kristen Yancey, Great Oaks Career Campuses

OHIO DEPARTMENT OF EDUCATION AND WORKFORCE STAFF

Kathleen Herrmann, Education Program Specialist, Office of Educator Effectiveness
Jill Jackson, Education Program Specialist, Office of Integrated Student Supports
Emily Jordan, Education Program Specialist, Office of Integrated Student Supports
Jonathan Juravich, Teacher in Residence
Tiffany Kloeppe, Education Program Specialist, Office of Learning and Instructional Strategies
Andrea Mallory, Administrative Professional, Office of Learning and Instructional Strategies

Sarah McClusky, Assistant Director, Office of Early Learning and School Readiness
Linda McKean, Education Program Specialist, Office of Learning and Instructional Strategies
Brittany Miracle, Program Administrator, Office of Integrated Student Supports
Brian Roget, Associate Director, Office of Learning and Instructional Strategies
Kathleen Shelton, Education Program Specialist, Office of Learning and Instructional Strategies

Glossary

Active listening and attention skills – Fully concentrating on what is being said for understanding.

Adverse Childhood Experiences (ACEs) – The term used to describe all types of abuse, neglect and other potentially traumatic experiences that occur to people under the age of 18.

Assertive communication and other forms of communication – **Assertive** people state their opinions while being respectful of others. **Aggressive** people attack or ignore others' opinions in favor of their own. **Passive** people don't state their opinions at all.

Belonging – Be a member of, be in, be affiliated to/with, be allied to, be associated with, be linked to a group or others.

Career management – The conscious planning of one's activities and engagements in the jobs one undertakes during life for better fulfilment, growth, and financial stability. It is a sequential process that starts from an understanding of oneself and encompasses occupational awareness.

Civic-mindedness – The act of being concerned with the well-being of the community.

Citizenship – The state of being vested with the rights, privileges, and duties of a citizen.

Civility – Polite or courteous speech or behavior.

Compassion – Sympathy and concern for the circumstances of others.

Confidence – A feeling of self-assurance arising from one's appreciation of one's own abilities or qualities that is not inflated or excessive but based on demonstrated evidence or experience.

Conflict resolution skills – Abilities and strategies that are engaged for the process to resolve a disagreement, dispute, or debate.

Constructive choices – An option which has or intends to have a beneficial outcome.

Constructive feedback – Answering the extent to which information is specific, issue-focused, and based on observations, with the intent of improving skills, work, or behaviors.

Common good – The benefit or interest of all, where actions are socially just and equitable.

Creativity/innovation – The use of the imagination or original ideas to find solutions.

Critical thinking – The process of engaging in reflective and reasonable thinking and evaluation of an issue in deciding what to believe or do.

Culture – Culture is a combination of thoughts, feelings, attitudes, beliefs, values, and behavior patterns that are shared by racial, ethnic, religious, or social groups of people. Culture refers not only to those that we are born into (racial or ethnic groups) but also those we choose to belong to, such as religious or social groups. Culture is not static; it is dynamic (Zion, Kozleski, & Fulton, 2005, p.2).

Digital media/technology – Digitized content that can be transmitted over the internet or computer networks. This can include text, audio, video, and graphics.

Discipline – Use of teaching strategies to facilitate student responsibility-taking for inappropriate behavior(s) and skill building for addressing the contributing causes of the inappropriate behavior(s) and improving future behavior(s).

Discrimination – The unjust or prejudicial treatment of different categories of people or things, especially on the grounds of race, age, socio-economic status, disabilities, or sex.

Empathy – The experience of understanding another person's thoughts, feelings, and condition from their point of view rather than from your own. You try to imagine yourself in the other person's place to understand what they are feeling or experiencing.

Ethical – Relating to moral principles, abiding by accepted standards of conduct in a society.

Evaluate – The process of assessing, gauging, analyzing, or examining an issue to form a judgment or make a decision.

Explicit bias – The attitudes and beliefs we have about a person or group on a conscious level. Much of the time, these **biases** and their expressions arise as the direct result of a perceived threat.

Global/intercultural fluency – The student values, respects and learns from diverse groups of people.

Human dignity – The right of a person to be valued and respected for their own sake.

Implicit bias – Attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner; attributing particular qualities to a member of a certain social group that are influenced by experience and are based on learned associations between various qualities and social categories.

Inclusiveness – The quality of including many different types of people and treating them fairly and equally.

Intimidation – To frighten or threaten someone, usually in order to persuade the person to do something he or she does not wish to do.

Leadership – The action of leading a group of people or others.

Learning agility – The student desires to continuously learn new information and skills.

Mindfulness – The practice of maintaining a nonjudgmental state of either heightened or [complete awareness](#) of one’s thoughts, emotions or experiences on a moment-to-moment basis.

Nonverbal cues – Communication through body language, inflection, and other unspoken prompts.

Oral and written communications – The student articulates thoughts and ideas clearly and effectively in written and oral forms.

Paraphrasing – Express the meaning of (the writer or speaker or something written or spoken) using different words, especially to achieve greater clarity.

Perseverance – Steadfastness in doing something despite difficulty or delay in achieving success.

Personal Emotions – Basic: The most fundamental emotions, known as the basic emotions, are those of anger, disgust, fear, happiness, sadness, and surprise. **Complex:** While basic emotions such as anger, surprise or fear tend to happen automatically, without much cognitive processing, personal complex emotions are self-conscious and require cognitive processing. Personal complex emotions include shame, guilt, and pride.

Perspective – Point of view; a way of thinking about and understanding something (such as a particular issue or life in general).

Prejudice – Dislike, hostility or unjust behavior deriving from unfounded opinions.

- A feeling of like or dislike for someone or something, especially when it is not reasonable or logical.
- An unfair feeling of dislike for a person or group because of race, sex, religion, or other status.

Productive struggle – Developing strategies to persevere and think flexibly to work through a problem.

Professionalism – The competence or skill practiced by a professional, including dressing and acting appropriately and responsibly for the task or activity.

Psychological first aid – Evidence-informed approach to resilience aimed to reduce stress and assist in a healthy recovery after a traumatic event.

Punctuality – The action and attention to arriving or being on time and ready to contribute.

Relationship management – Establishing and maintaining healthy and rewarding cooperative relationships; resisting inappropriate social pressure; preventing, managing, and resolving interpersonal conflict; seeking help when needed.

Relationship skills – The ability to establish and maintain healthy relationships with diverse individuals and groups. Developing relationship skills promotes the ability to communicate clearly, listen well, cooperate with others, resist social/peer pressure, negotiate conflict, and seek or offer help to others.

Reliability – The demonstration of actions that are consistently good in quality or performance; can be trusted to do what is expected or committed to.

Resilience – The ability to recover from difficulties, toughness.

Respect – Regard for the feelings, wishes, rights or traditions of others; a feeling or understanding that someone or something is important, serious, etc., and should be treated in an appropriate way.

Responsible decision-making – The ability to make constructive choices about personal behavior and social interactions within the context of ethical standards, safety concerns and social norms. It involves making realistic evaluations of the consequences of one’s actions and a consideration of the well-being of self and others.

Restorative practices – Restorative practices are proactive processes that build healthy relationships and a sense of community to prevent and address conflict and wrongdoing (International Institute for Restorative Practices).

Safe practices – Methods that detail how to perform a task with minimum risk to people, equipment, materials, environment, and processes.

Self-advocacy – The action of representing oneself or one's views or interests.

Self-awareness – The ability to accurately recognize one’s own emotions and thoughts and how these things influence behavior. Self-awareness is the ability to accurately assess one’s strengths and limitations, with a sense of integrity, confidence, and optimism.

Self-management – The ability to navigate emotions, thoughts and behaviors across different situations while managing stress, controlling impulses, and motivating oneself. Self-management includes the ability to set and work toward personal and academic goals.

Self-management techniques – Skills or strategies that enable oneself to navigate emotions, thoughts, and behaviors.

Self-monitoring – The process by which individuals become aware of their own mistakes.

Self-monitoring techniques – Skills or strategies that allow one to self-correct when mistakes are made.

Self-reflection – The examination of one's own conscious thoughts and feelings through introspection and the willingness to learn more about oneself.

Self-reflection techniques – Skills or strategies that allow one to reflect on one’s own conscious thoughts and feelings.

Social awareness – The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. It also reflects the ability to understand social and ethical norms for behavior across settings and to be able to identify and use family, school, and community resources and supports.

Social cues – The signals people send through body language and expressions.

Social media – Websites and applications that enable users to create and share content or to participate in social networking.

Stereotype – A widely held but fixed and oversimplified image or idea of a person or thing; to believe unfairly that all people or things with a particular characteristic are the same.

Support system – A network of people who provide an individual with practical or emotional support.

Systematic – Doing something or acting according to a fixed plan or system; methodical.

Teamwork/collaboration – The student builds collaborative relationships with others and can work as part of a team. The ability to work together practicing compromise and a shared responsibility.

Tolerance – The ability to accept the different thoughts, ideas, practices, or beliefs of others (or to accept that others have thoughts, ideas, practices, or beliefs that may differ from one's own).

Toxic stress – The prolonged activation of stress response systems in the absence of protective relationships. Toxic stress response can occur when a child experiences strong, frequent, or prolonged adversity—such as physical or emotional abuse, chronic neglect, caregiver substance abuse or mental illness, exposure to violence or the accumulated burdens of family economic hardship without adequate adult support. This prolonged activation of the stress response systems can disrupt the development of brain architecture and other organ systems and increase the risk for stress-related disease and cognitive impairment well into the adult years (Center on the Developing Child at Harvard University).

Transitions – Passage from one state, subject or place to another.

Trauma – Psychological, emotional response to an event or experience of serious adversity or terror (Center on the Developing Child at Harvard University).

Verbal cue – Spoken prompt.

Work ethic – The student has effective work habits, personal accountability, and a determination to succeed.

Zero tolerance – A policy that requires punishment for breaking rules regardless of circumstances.

References

- Artiles, A. J. (2003). Special education's changing identity: Paradoxes and dilemmas in views of culture and space. *Harvard Educational Review*, 73, 164-202.
- Cavanaugh, Brian. (2016). Trauma-informed classrooms and schools. *Beyond Behavior*, 25 (2), p 41–46.
- Durlak, J. A., Weissberg, R., Dymnicki, A. B., Taylor, R., & Schellinger, K. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development*, 82, 405–432.
- CASEL (2017). What is SEL? Retrieved from [CASEL](#).
- Gabrieli, C., Ansel, D., & Krachman, S. (2015). Ready to be counted: The research case for education policy action on non-cognitive skills.
- Gallego, M. A., & Cole, M. (2001). Classroom culture and culture in the classroom. In V. Richardson (Ed.), *The Handbook of Research on Teaching (Fourth Edition)*. Washington, DC: American Educational Research Association.
- Immordino-Yang, M.H., Darling-Hammond, L., & Krone, C. (2018). The brain basis for integrated social, emotional, and academic development. A. Washington, DC: National Commission on Social, Emotional, & Academic Development & the Aspen Institute. Retrieved from [Aspen Institute](#).
- Jones, S., & Kahn, J. (2017). The evidence base for how we learn: Supporting students' social, emotional, and academic development. Consensus statements of evidence from the Council of Distinguished Scientists. Washington, DC: National Commission on Social, Emotional, & Academic Development & the Aspen Institute. Retrieved from [Aspen Institute](#).
- Kozleski, E. B. & Artiles, A. J. (2012). Technical assistance as inquiry: Using activity theory methods to engage equity in educational practice communities. Retrieved from [Academia](#).
- Ohio Department of Education. (2017). *Each child, our future: Ohio's strategic plan for education 2019-2024*. Columbus, OH: Ohio Department of Education. 2017.
- O'Reilly, D. (2017). These children are in your classroom: How elementary teachers can integrate social emotional learning to support children who have adverse experiences. *Proceedings of the National Conference on Undergraduate Research (NCUR)*, 631–641.
- Payton, J., Weissberg, R., Durlak, J., Dymnicki, A., Taylor, R., Schellinger, K., & Pachan, M. (2008). The positive impact of social and emotional learning for kindergarten to eighth-grade students: Findings from three scientific reviews. Chicago, IL: CASEL.

Smith, Brian H. and Sabina Low. (2013). The role of social-emotional learning in bullying prevention efforts. *Theory into Practice*, 52 (4), 280–287.

Taylor, Rebecca D., Oberle, E., Durlak, J., & Weissberg, R. (2017). Promoting positive youth development through school-based social and emotional learning interventions: A meta-analysis of follow up effects. *Child Development*, 88 (4), 1156–1171.

Waitoller, F. R. and K. K. Thorius. (2015). Playing hopscotch in inclusive education reform: Examining promises and limitations of policy and practice in the U.S. *Support for Learning*, 30(2), 86 – 171.

Weissberg, J., Durlak, Domitrovich, & Gullotta. (2015). Social and emotional learning: Past, present and future. In J. A. Durlak, C. E. Domitrovich, R. P. Weissberg, & T. P. Gullotta (Eds.), *Handbook of social and emotional learning* (pp. 3–19). New York: Guilford Press.

Zion, S., E. Kozleski, & M. L. Fulton. (2005). Understanding Culture. Retrieved from [ResearchGate](#).